

Objectives

- Participants will:
 1. Understand how to start small and grow a social skills program.
 2. Use key words and concepts to gain financial support and buy in for social skills groups.
 3. Participants will be able to inform others (teachers, administrators, parents, students)
 4. Create differentiated lessons to teach abstract social skills

Start Small and Grow

- A "Lunch Bunch" Social Skills group was started at Westwood 7 or 8 years ago involving 2-3 at risk girls. Without any additional invitations being extended, that group quickly grew to 6 at risk girls.
- The next year, one EC teacher and the SLP collaborated to create a Social Skills group of 5th and 6th graders.
- Westwood EC, SLP, and Guidance Counselor now serve an average of 65-70 at risk K-6th grade students. This accounts for about 10% of our student population.

Start Small and Grow

- Begin with one or two grade levels to serve as a pilot group
- Use the evidence from the success of that group to apply for grants and funding through EC, community partners, and school funds
- Use student success stories to help prove the need for social skills groups (Tea, Fair, Red Carpet Event)
- Expand and grow from there!

Westwood Events to Date

- 2014 Social Skills Tea
- 2015 Social Skills Fair
- 2015 Pizza Hut and Ashe Really Cares
- 2016 Showcase on Social Skills...A Red Carpet Event

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66TH CONFERENCE ON EXCEPTIONAL CHILDREN

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Practicing Manners for Our Pizza Hut Trip



Expected Behavior!



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Making a Difference with Behavior



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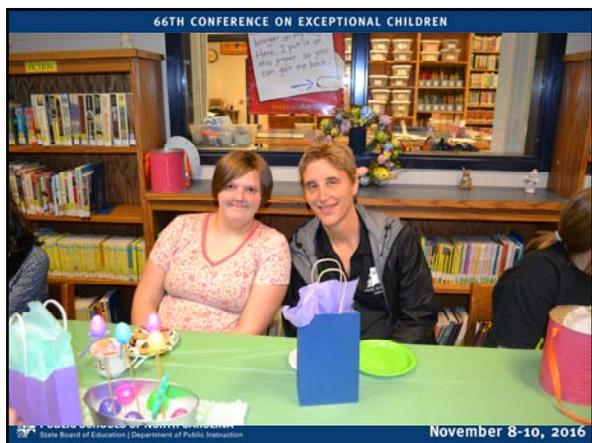
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Social Skills Tea



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State Board of Education | Department of Public Instruction

November 8-10, 2016

Social Skills Tea



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Social Skills Fair Qualities of a Friend

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Grown-Ups Learn a Social Skills Lesson



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Shaving Cream & Toothpaste



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Great Behavior card!

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Practicing our hand shakes and eye contact for greeting our guests.

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Practicing opening doors for our guests

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PBIS & Social Skills....A Perfect Combination

- Let's start with the definition of PBIS

PBIS is "...a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students" (Sugai, et al, 2010, p.13.)

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Let's Compare:

PBIS	Social Skills
1. Positive Behavior Intervention	1. Positive Behavior Intervention
2. Provides a tier based approach	2. Addresses behaviors of the students in the top tiers who need supplemental and intensive Instruction to achieve
3. Is a problem solving approach	3. Is a problem solving approach

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Let's Compare:

PBIS

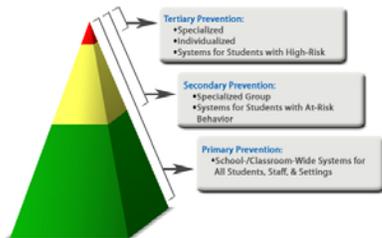
- 4. Focuses on prevention
- 5. Focuses on instruction
- 6. Uses data to make decisions, to develop curriculum, and to measure progress
- 7. Collaborative process
- 8. Focus on the positive

Social Skills

- 4. Focuses on prevention
- 5. Focuses on direct, explicit instruction
- 6. Uses data to make decisions, to develop curriculum, and to measure progress
- 7. Collaborative process
- 8. Focus on the positive

PBIS Pyramid

Continuum of School-Wide Instructional & Positive Behavior Support



Quick Tips For Funding and Getting Buy In for Your Project

- Find the Money
 - Look for grants
 - Check for community funding
 - Check with administrators
 - Check with the EC director for Special Education funds (Related Service Funds, PBIS, PRC 29)

Quick Tips Continued:

- Focus on Positive, expected behaviors
- Student driven and teacher facilitated
- Progress monitoring by teachers, students, and facilitators to measure success
- Reduces the risk of bullying
- Helps students to be more accountable and self-aware
- Provides individualized, specific, instruction with guided practice to meet the needs of those students whose behavior is not changed by a schoolwide behavior program

Quick Tips Continued:

- Dovetails with PBIS or other Behavioral support systems in the school
- Increases academic success
- Improves school
- Replaces undesirable behavior with a new expected behavior
- Reduces in school and out of school suspensions and recidivism

Quick tips Continued

- Use the research to support your proposal
- Use the language of the application to create your responses
- Link your plan to the School Improvement Plan
- The proof is in the standards- Success in every standard requires at least one social skill

The Proof is in the Standards

- [Common Core Standards](#)

Activity

- Look at the standards for your grade level and select key words that show a need for a social skill to master that standard.

Factors to consider

- One Year's class of drop outs costs NC \$1.3 billion corrections and welfare (NC Child Advocacy Institute, 2005)
- Three years after leaving school, 70% of anti-social youth have been arrested (Walker, Colvin, & Ramsey, 1995)
- 82% of crimes are committed by people who have dropped out of school (APA Commission on Youth Violence, 1993)

Convincing Parents

- Explain to parents that social skills instruction is not taking away individuality
- Social Skills instruction will:
 - Give students tools to help them be successful in various interactions in the community, family, and school
 - Enhances personality
 - Maintains and promotes individuality

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Convince Teachers

- Identify specific behaviors that you will help with
- Offer yourself to help with a child
- Get teacher input for goals
- Give teachers a role in assessment and placement

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Convince Students

- Give students ownership and responsibility to create rules and monitor behavior within the group
- Build a learning community
- Students set their goals
- Make students feel that they are a member of an elite club or organization
- Social skills participants feel supported and participation ends the feeling of isolation
- Participants feel empowered
- Student driven and adult facilitated

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Factors to Consider

- Did you know that the states of Texas and California determine the number of cells needed in prison based on 3rd grade reading scores?!!!

Social Skills Now or Social Failure Later!

Kate Sullivan, PhD, author of "The Power of Play: How to Help Your Child Thrive"



Factors to Consider

Poverty & Language

-Between ages 11-18 months:

-Children in poverty hear 250,000 words per year

-Children of professionals hear 4 million words per year
(Hart & Risley, 1995)

Factors to Consider

Poverty & Language-Affirmative Statements

- Professional-30 per hour
- Working Class-15 per hour
- Poverty-6 per hour (prohibition twice as often as affirmative feedback)

(Hart & Risley, 1995)

Factors to Consider

Poverty & Language

"To keep the confidence-building experiences of welfare children equal to those of working class children, the welfare children would need to be given 1,100 more instances of affirmative feedback per week..." (p.201).

"It would take 26 hours per week of substituted experience for the average welfare child's experience with affirmatives to equal that of the average working class child" (p. 202).

(Hart & Risley, 1995)

Showcase of Social Skills...A Red Carpet Event



The Red Carpet Event-4th Grade MC



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5th Grade MC



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Escorting Visitors from “The Nest”



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Colleagues From Other Schools Came to Learn!



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Student Masters of Ceremonies



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Dressed Up and Ready to Go!



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Visitors from CO and The Endowment Grant Board Came



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HR came to watch!



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Looking for our Loved ones in the Audience



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Sharing the Spotlight



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Our 4th Grade MC Introducing a Video



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Lining Up for Awards!



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Teaching the "Blue Man" Lesson



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Serving our Guests

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Proud Dad!



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Our Best Parent Turn Out Ever!



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Popcorn, Soda & Candy After the Show



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